

## **HISTORY**

### **REVISED SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE**

**2024-2025**

**One Paper**

**Time:Three hour**

**Marks : 100**

#### **Theme wise Distribution of Marks & Periods:**

<b>Themes</b>	<b>Topics</b>	<b>Marks</b>	<b>Periods</b>
<b>Section I.: Early Societies</b>		<b>15</b>	
	Introduction		05
	Timeline I (6 MYA to 1 BCE)		
Theme 1:	Writing and City Life		23
<b>Section II: Empires</b>		<b>25</b>	
	Introduction		05
	Time line II (c.100 BCE to 1300 CE)		
Theme 2:	An Empire Across Three Continents		22
Theme 3:	Nomadic Empires		22
<b>Section III:Changing Traditions</b>		<b>30</b>	
	Introduction		05
	Time line III (c. 1300 to 1700)		
Theme 4:	Three Orders		23
Theme 5:	Changing, Cultural Traditions		20
<b>Section IV: Towards Modernization</b>		<b>30</b>	
	Introduction		05
	Time line IV (c. 1700 to 2000)		
Theme 6:	Displacing Indigenous Peoples		25
Theme 7:	PathsTo Modernization <b>(Excluded:</b> The Story of Korea, Rapid Industrialization under Strong Leadership, Continued Economic Growth and cause for Democratization, Korean Democracy and The IMF Crisis)		25
		<b>Total:</b>	<b>100</b>
			<b>180</b>

#### **Theme wise Distribution of Course Contents with specific learning objectives:**

#### **Section I.: Early Societies**

##### **Introduction**

##### **Theme 1: Writing and City Life**

Focus: Mesopotamia, 3rd millennium BC

(a) Growth of towns

(b) Nature of early urban societies.

Debate on uses of writing

- ❖ Familiarise the learner with the nature of early urban centers.
- ❖ Discuss whether rewriting is significant as a marker of civilization

## Section II: Empires

### Introduction

#### Theme 2: An Empire across Three Continents

Focus: Roman Empire.27 BC to AD 600

- (a) Political evolution
- (b) Economic expansion
- (c) Religion
- (c) Late Antiquity

Debate on the institution of slavery.

#### Theme 3: Nomadic Empires

Focus: the Mongol, 13<sup>th</sup> to 14<sup>th</sup> century.

- (a) The nature of nomadism
- (b) Formation of empires
- (c) Conquests and relations with other states

Debate on nomadic societies and state formation.

- ❖ Familiarize the learner with the history of a major World Empire.
- ❖ Discuss whether slavery was a significant element in the economy.

- ❖ Familiarise the learner with the varieties of nomadic society and their institutions.
- ❖ Discuss whether state formation is possible in nomadic societies.

## Section III: Changing Traditions

### Introduction

#### Theme 4: Three orders

Focus: Western Europe, 9th-16<sup>th</sup> century

- (a) Feudal society and economy.
- (b) Formation of states.
- (c) Church and society.

Debate on decline of feudalism processes of transition.

- ❖ Familiarise the learner with the nature of the economy and society of this Period and the changes within them.
- ❖ Show how the debate on the decline of feudalism help in understanding

#### Theme 5: Changing Cultural Traditions

Focus: Europe, 14<sup>th</sup> to 17<sup>th</sup> century

- (a) New ideas and new trends in literature and arts.
- (b) Relationship with earlier ideas
- (c) The contribution of West Asia.

Debate: Is the nation 'European Renaissance' valid?

- ❖ Explore the intellectual trends in the period.
- ❖ Familiarize students with the paintings and buildings of the period.
- ❖ Introduces the debate around the idea of 'Renaissance'.

## Section IV: Towards Modernisation

### Introduction

#### Theme 6: Displacing Indigenous People

Focus: North America and Australia, 18th-20<sup>th</sup> century

- (a) European colonists in North America and Australia.
- (b) Formation of white settler societies.
- (c) Displacement and repression of local people.

Debate on the impact of European settlement on indigenous populations.

- ❖ Sensitise students to the processes of displacement that accompanied the development of America and Australia
- ❖ Understand the implications of such processes for the displaced populations.

### Theme 7: Paths to Modernisation,

Focus: East Asia. Late 19th and 20th century.

(a) Militarization and economic growth in Japan.

(b) China and the Communist alternative.

'Debate on the meaning of Modernisation.

- ❖ Make students aware that transformation in the modern world takes many different forms.
- ❖ Show how notions like 'modernisation' need to be critically assessed.

Prescribed Text book: Themes in World History, Published by NCERT  
বিশ্ব ইতিহাসৰ বিষয় বস্তু সমূহ, Published by AHSEC.

[*Note:* The textbooks are available in Bengali and Bodo Medium also]

